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BOOK NOTES.

G. S. H.

Die Ideenassoziation des Kindes. VON TH. ZIEHEN. Berlin: Reuther und Reichard, 1898. pp. 66. Price, Mk. 1.50.

A scientific study of the association of ideas, Professor Ziehen notes with surprise, has scarcely yet been made; although from a theoretical, no less than a pedagogical, point of view, no field promises richer results. Galton has, it is true, done something with the associated ideas of adults, but in the domain of genetic psychology one finds only the most incidental references to the subject, and Professor Ziehen's study is an attempt to break new ground. His test was carried on with forty-two boys, from eight to fourteen, in the practice school connected with Rein's Pädagogische Seminar at the University of Jena. Certain monosyllabic words—the names of well-known objects—were at stated intervals pronounced to the boys and they were required to give the immediately suggested idea. The children usually answered in a word and these answers, or associated ideas, Professor Ziehen groups (1) rapid (springende) associations and (2) reasoning (urteils) association. "Rose—red" illustrates the first group. There is manifest absence of reasoning, and ideas of time and space are not taken into consideration. In the second group the child answers, "The rose is red." Here a definite rose is considered and time and space are indicated. The idea presented is also connected with the resulting idea.

Verbal associations constituted less than 2% of the associations made by the children, but Professor Ziehen concludes that such associations are more common among adults and most common in persons having mania or some form of mental debility. A form of association—somewhat related to verbal association—namely, word-completion, he found more general among the children, as, for example, postal—card; heart—shaped; post—office, etc. The most significant facts brought out in Professor Ziehen's study are (1) the universal application of the law of contiguity with the young child—only in verbal associations was there any hint of the working of the law of similarity, and the verbal associations, it will be recalled, were not numerous; and (2) the strong emotional element in the associated ideas of children. This, says Ziehen, explains why the memory-images of school excursions form so readily and are reinstated so easily.

WILL S. MONROE.

Studien und Versuche über die Erlernung der Orthographie. Von HERMAN SCHILLER. Berlin: Reuther und Reichard, 1898. pp. 63. Price, Mk. 1.50.

The spelling problem, notes Professor Schiller, in his introduction, is far from settled—German contemporary pedagogical thought to the contrary, notwithstanding. The results obtained in the schools, which are far from satisfactory, justify some investigation into the psychological basis of accurate spelling. The customary way of acquiring word-forms, assumes the author, is primarily through the eye and the ear. In order to have the accurate orthography of a word, the pupil must *hear, see, pronounce* and *write* the new word; and in order to